



Hopkins Elementary

6120 Cabin Creek Rd.

Hopkins, South Carolina

Grades	PK-5 Elementary School	
Enrollment	375 Students	
Principal	Angela G. Brown	803-783-5541
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Below Average	Below Average
2007	Average	Good
2006	Average	Good
2005	Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

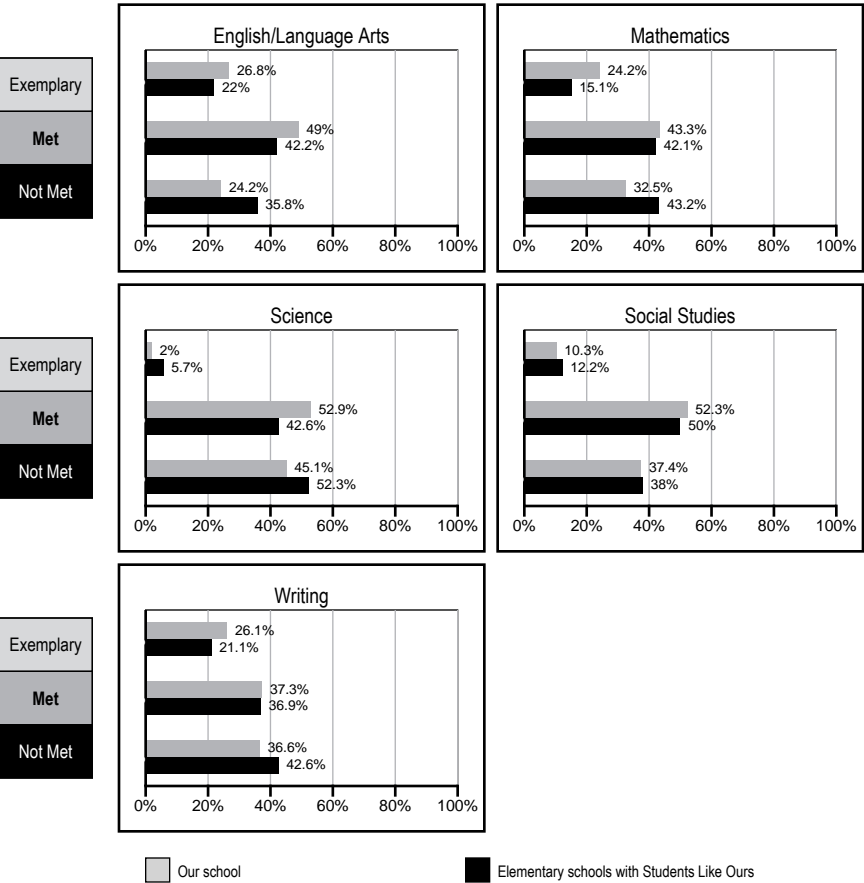
98.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	67	63	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=375)				
First graders who attended full-day kindergarten	100.0%	Up from 80.0%	100.0%	100.0%
Retention rate	3.8%	Down from 4.8%	2.4%	1.9%
Attendance rate	96.7%	Down from 96.9%	96.0%	96.3%
Eligible for gifted and talented	5.3%	Down from 6.7%	3.3%	10.0%
With disabilities other than speech	11.7%	Up from 6.7%	7.5%	7.7%
Older than usual for grade	1.1%	Down from 1.5%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	55.2%	Down from 57.7%	57.1%	59.4%
Continuing contract teachers	62.1%	Up from 53.8%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.2%	No Change	82.0%	85.9%
Teacher attendance rate	94.0%	Down from 95.6%	95.2%	95.1%
Average teacher salary*	\$47,243	Up 8.2%	\$45,854	\$47,149
Professional development days/teacher	11.6 days	Up from 10.5 days	10.7 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	3.0	4.0
Student-teacher ratio in core subjects	19.1 to 1	Up from 16.1 to 1	16.7 to 1	18.8 to 1
Prime instructional time	89.3%	Down from 90.1%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$8,670	Up 15.6%	\$8,667	\$7,458
Percent of expenditures for instruction**	78.6%	Down from 79.1%	68.2%	68.8%
Percent of expenditures for teacher salaries**	73.2%	Down from 75.7%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"It's All About The Children!"

Hopkins Elementary School, located in one of the most rural sections of Richland County, sits beside a picturesque historical church. The staff, students, and parents have celebrated many successes. The academic improvements and successes at Hopkins Elementary School are directly related to the open, effective communication that permeates every aspect of school life in this learning community. Communication is a two-way street where all stakeholders are included in the decision-making process. There is an open forum where suggestions come from the students up to the administration.

Congratulations are in order for our school having been named one of the state's "Healthier US Gold Schools" for our healthy nutrition and implementing physical fitness strategies for our students this year. Our fifth-grade students were involved in two Science programs called Starbase and Clemson Student Investigators. Students also participated in the Science Fair, the art exhibit, State Fair, Swamp Fox competition, and the Richland One Visual Media Technology challenge.

Our fifth-grade students experienced the exciting and spellbinding world of crime-scene investigations through Clemson Student Investigators (CSI). The students had an incredible learning adventure where they became forensic investigators, solved mysteries with math, and experienced forensic science and technology. Our fifth-grade students were also engaged in science activities through the STARBASE Swamp Fox Academy. The inquiry-based approach built on students' abilities to explore, experiment, discover, develop, and apply their knowledge and skills. STARBASE Swamp Fox connected math and science to everyday, real-world situations. The culminating activities consisted of every student making his/her own rocket and having a liftoff celebration to see how far their rocket would soar. The program encouraged the students to set goals and achieve dreams using the motto that "dreams + action=Reality"®.

This year, students and teachers were engaged in a new assessment initiative to measure students' instructional levels. The Measures of Academic Progress (MAP) is a series of state-aligned, computerized, adaptive tests that accurately reflect the instructional level of each student and their measure of academic growth throughout the school year. The MAP test data gave teachers valuable information to assist them in identifying the skills and concepts individual students learned. With this data, teachers diagnosed instructional needs, monitored academic growth, made better data-driven decisions in the classroom, and placed students in appropriate instructional programs.

Students in grades third, fourth, and fifth were administered a new statewide assessment this school year. The Palmetto Assessment of State Standards (PASS) formally assessed students in the following subject areas: writing, English language arts, mathematics, science, and social studies. The PASS will provide more individualized academic feedback to assist teachers in moving students to a level of proficiency.

Angela G. Brown, Principal, and Katrina Thompson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	61	52
Percent satisfied with learning environment	79.3%	91.8%	92.0%
Percent satisfied with social and physical environment	86.2%	94.9%	89.8%
Percent satisfied with school-home relations	82.8%	93.2%	86.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 15 out of 15 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	9.5%	0.0%	No
Student attendance rate	96.7%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	182	99.5	23.9	49.1	27	83	78.6	82.8	Yes	Yes
Gender										
Male	83	98.8	39.7	39.7	20.6	72.1	74.4	79.3	N/A	N/A
Female	99	100	12.1	56	31.9	91.2	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	93.7	89.5	I/S	I/S
African American	172	99.4	23	48.7	28.3	84.2	74.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.1	92.3	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	80.5	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	69.2	82.5	I/S	I/S
Disability Status										
Disabled	47	97.9	50	43.3	6.7	60	51.2	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	99.4	24.3	49.3	26.4	82.4	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	182	99.5	32.1	43.4	24.5	76.7	70.3	78.9	Yes	Yes
Gender										
Male	83	98.8	33.8	42.6	23.5	76.5	67.8	77	N/A	N/A
Female	99	100	30.8	44	25.3	76.9	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	89.9	87.2	I/S	I/S
African American	172	99.4	31.6	43.4	25	76.3	64.6	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.5	93	I/S	I/S
Hispanic	1	I/S	N/A	N/A	N/A	N/A	79.4	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.9	79.5	I/S	I/S
Disability Status										
Disabled	47	97.9	60	26.7	13.3	46.7	36.5	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	170	99.4	32.4	43.2	24.3	76.4	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	123	97.6	44.1	52.9	2.9	55.9	58.1	67.5
Gender								
Male	56	96.4	47.6	50	2.4	52.4	57	67
Female	67	98.5	41.7	55	3.3	58.3	59.1	68
Racial/Ethnic Group								
White	4	I/S	I/S	I/S	I/S	I/S	85.9	79.5
African American	118	98.3	44	53	3	56	50.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	60.7	84.3
Hispanic	1	I/S	N/A	N/A	N/A	N/A	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	35	97.1	80	15	5	20	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	53.2	59.6
Socio-Economic Status								
Subsided meals	115	97.4	45.3	52.6	2.1	54.7	49.1	55.1

Social Studies

All Students	122	98.4	36.4	53.3	10.3	63.6	65.2	72.3
Gender								
Male	60	96.7	43.8	43.8	12.5	56.3	63.1	71.5
Female	62	100	30.5	61	8.5	69.5	67.2	73.2
Racial/Ethnic Group								
White	7	I/S	I/S	I/S	I/S	I/S	87.9	80.7
African American	113	98.2	34	55	11	66	59.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.9	88.5
Hispanic	1	I/S	N/A	N/A	N/A	N/A	63.5	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	34	97.1	58.3	37.5	4.2	41.7	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	67.9
Socio-Economic Status								
Subsided meals	114	98.3	37.4	52.5	10.1	62.6	58	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	182	95.1	35	38.2	26.8	65	63.9	70.2	96.7	95.9
Gender										
Male	81	93.8	49.2	35.4	15.4	50.8	55.8	63.2	96.3	95.7
Female	101	96	25	40.2	34.8	75	71.9	77.5	97	96.2
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	86.2	79.1	89.1	96
African American	172	94.8	33.3	39.3	27.3	66.7	58	57.6	96.9	95.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.9	86.2	N/A	96.4
Hispanic	1	I/S	N/A	N/A	N/A	N/A	63.8	62.6	95.3	95.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	68.7	N/A	94
Disability Status										
Disabled	46	87	75.9	17.2	6.9	24.1	22.3	26.1	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.2	61.2	N/A	96.2
Socio-Economic Status										
Subsidized meals	166	95.8	35.2	37.2	27.6	64.8	56.7	58.9	96.8	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	56	100	23.6	49.1	27.3	76.4
	4	63	98.4	32.7	40.4	26.9	67.3
	5	63	100	15.4	57.7	26.9	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	56	100	40	41.8	18.2	60
	4	63	98.4	26.9	50	23.1	73.1
	5	63	100	28.8	38.5	32.7	71.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	28	92.9	N/AV	N/AV	N/AV	50
	4	63	98.4	40.4	55.8	3.8	59.6
	5	32	100	45.8	50	4.2	54.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	28	96.4	48.1	48.1	3.7	51.9
	4	63	98.4	26.9	59.6	13.5	73.1
	5	31	100	42.9	46.4	10.7	57.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	57	98.3	41.8	36.4	21.8	58.2
	4	61	96.7	36	28	36	64
	5	64	90.6	26.9	50	23.1	73.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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